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NEW YORK STATE MIGRANT EDUCATION PROGRAM.
STATE UNIV. OF N.Y., ALBANY

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THE NEW YORK STATE MIGRANT EDUCATION PROGRAM FOR FISCAL YEAR 1968 IS A 7-PHASE PROGRAM. FOR SCHOOL-AGE CHILDREN, SUMMER SCHOOL PROGRAMS IN COMMUNICATION SKILLS AND ARITHMETIC RECEIVE TOP PRIORITY. SUMMER WORKSHOPS ARE CONDUCTED TO PREPARE TEACHERS TO RELATE MORE SATISFACTORILY TO MIGRANT CHILDREN. REGIONAL INSERVICE WORKSHOPS WITH EXPERT CONSULTANTS ARE CONDUCTED DURING THE SCHOOL YEAR. TWO PHASES DEAL WITH ADDITIONAL FUNDING TO SCHOOL DISTRICTS WITH HEAVY MIGRANT ENROLLMENTS IN THE FALL AND AGAIN IN THE EARLY SPRING. AN ORIENTATION PROGRAM CONSISTING OF PRESCHOOL CLASSES FOR DIAGNOSTIC PURPOSES WILL PERMIT PROPER PLACEMENT OF MIGRANT CHILDREN. A TEACHER AIDE PROGRAM WITH INSERVICE TRAINING WORKSHOPS IS NECESSARY TO ASSIST TEACHERS IN BOTH SUMMER AND REGULAR SCHOOL TERM PROGRAMS. (JEH)

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NEW YORK STATE MIGRANT EDUCATION PROGRAM

Listed is a brief description of the seven phase Migrant Education Program of the Migrant Education Office for fiscal year 1968.

The First phase - Summer Schools

A summer school program for school age children will be given first priority. This program will be designed to serve the educational, physical and social needs of migrant children. The New York State Education Department will carry out the program with the assistance of local educational agenices. The program will provide children with an opportunity to improve their basic skills in reading, arithmetic, writing, and speaking through daily lessons in these areas. The health, nutritional and citizenship needs of children will be carefully studied, and these needs will be satisfied. Centers which have previously operated summer school programs will be encouraged to continue during the summer of 1968. They will be given first consideration in the allocation of funds. Insofar as funds will allow, new centers will be established to reach the large numbers of children who continue to be denied this educational opportunity.

The Second phase - Teacher Workshops

For the past two years, we have provided some teachers with this assistance through intensive teacher education workshops specifically designed for teachers of migratory children. Last summer, (1967) such workshops were conducted in Brockport and Geneseo through the cooperative efforts of the State University of New York, and the New York State Education Department. Similar workshops will be conducted during the Summer of 1968 at Adelphi-Suffolk College, State University College at Brockport and the State University College at Geneseo. These programs will be designed to prepare teachers to relate more satisfactorily to migratory children who have been educationally disadvantaged because of human and cultural circumstances. Personality development, particularly the self-concept, will be stressed. Hopefully, the teachers will come to understand why a migrant child's life situation puts the child on an immediate collision course with the "middle class" institution known as school, through no fault of the child. Teaching methods and techniques will be developed and demonstrated to show that these children are quite capable of learning skills, but not in the typical manner of the typical middle class child. Stipends will be given to participants.

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The Third phase - Regional Inservice Workshops

Inservice education workshops, of the type suggested in phase two, are essential. Large numbers of teachers however, continue to remain in need of assistance. As a result, it is necessary to seek additional regional inservice opportunities. With the cooperation of Boards of Cooperative Educational Services it would be planned to organize inservice workshops during the regular school year. Expert consultants would be brought to such workshops to assist teachers. Problems related to teaching migratory children would be discussed.

The Fourth phase - Fall Funding

Each fall schools of New York State, located in areas of migrant population, have heavy increases in enrollments. This influx of migrant children continues until December. In some districts as many as 150 - 200 additional children are temporarily added to the rolls. The schools attempt to absorb this temporary increase utilizing existing staff and personnel. It is true, however, that the educational opportunities of all children, migrant and native, suffer due to excessive demands on existing staff. Funds are needed to encourage local districts to provide additional temporary staff, and services for the temporary enrollees. It is proposed that an additional assisting teacher be employed for each 25 - 30 enrolled migrant children. These teachers would assist the regular teachers in the instruction of migrant children. Teacher aides would also be employed. Additional instructional materials need to be purchased to assure each child access to adequate instructional materials. Censes enrollments of the 1966-67 school year indicate that fifty-nine (59) school districts in twenty-two (22) counties enrolled 2,364 children and are in need of such assistance.

The Fifth phase - Spring Funding

As in the fall, numbers of families arrive early in the spring in certain localities of the State. Similar assistance to that described in phase four is proposed here where districts have unusually heavy annual spring enrollments.

The Sixth phase - Orientation Program

In many New York State communities migrant labor arrives late in the summer, usually not before mid August. The children of this group of migratory workers frequently remain in New York State schools until mid November. Proper placement of these children in the regular school program is difficult. Two or more weeks are required before the specific needs of each individual child are accurately determined. The educational needs of each child must be known before proper instruction can begin. This problem could be readily solved through an orientation and diagnostic program just prior to the opening of school in September. Such a program would be similar in fashion to the summer school for migrant children, and would provide the time to obtain the diagnostic information necessary for proper child placement. Those districts which receive migratory children too late to conduct regular summer programs should be assisted in their efforts to operate preschool classes for migratory children.

The Seventh phase - Migrant Aide Program

Teacher aides form an important part of the staff of any migrant school. They are necessary to assist teachers in summer, spring, and fall when large groups of migrant children are in the local schools. Special inservice workshops are necessary to improve the quality of teacher aides. With the cooperation of Boards of Cooperative Educational Services, inservice classes will be organized during the regular school year for aides. Principals, consultants, migrant teachers, migrant workers, and others would assist as workshop consultants.